DOCUMENT RESUME

ED 089 063 CE 001 113

TITLE	Youth Guidance Systems. 1971-1972 Project Final Report.
INSTITUTION	College Entrance Examination Board, Palo Alto, Calif.
SPONS AGENCY	California State Dept. of Education, Sacramento. Research Coordinating Unit.
PUB DATE	1 Sep 72
NOTE	44p.; See CE 001 114 for Program Proposal
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Career Education; Career Planning; *Componential Analysis; Curriculum Development; Decision Making; *Decision Making Skills; *Educational Development; High School Students; Junior High School Students; Occupational Choice; Occupational Guidance; Program Effectiveness; Program Evaluation; Questionnaires; Self Evaluation; *Vocational Development
IDENTIFIERS	Youth Guidance Systems

ABSTRACT

The Youth Guidance Systems' primary goal is considered decision making. The emphasis of the 1971-72 study was the objective of student goal-setting and planning for career and educational development. Guidance Curriculum processes and materials were utilized to meet this objective. The ninth grade unit focused on the acquisition of decision making skills. In grade ten the unit attempted to assist each student with educational planning. The eleventh grade unit was designed to enable each student to explore career opportunities and make tentative occupational choices. In grade twelve the unit was intended to help each student with post-high school decision making. The media components used at respective grade levels were the booklet entitled "Deciding," the Educational Guidance Information Service, the Self Appraisal and Assessment Structure, and the Comparative Guidance and Placement Program. Evaluation of the Guidance Curriculum activities was in the form of a randomized experimental group pretest-posttest design. Student questionnaires (SQ-1 and SQ-2) were prepared as evaluation instruments for each of the four components. Comparative summary tables of change within components are presented with item analysis. Conclusions were made; evidence suggested that such a program of group guidance can be both feasible and effective. Copies of SQ-1 and SQ-2 are appended. (SC)

BEST COPY AVAILABLE

ED 089063

Youth Guidance Systems 1971-1972 Project Final Report

by
H. B. McDaniel (deceased), Project Director
Stuart J. Mandell, Principal Evaluator
Stanley L. Bowers, Supervising Consultant & Co-Director
James A. Saum, Supervising Consultant & Co-Director
Jeffrey G. Ferguson, Special Consultant

Number 43-20438-C019-71
of
VOCATIONAL EDUCATIONAL AMENDMENT ACT
P.L. 90-576

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This report was prepared under a research grant to the College Entrance Examination Board from the California Research Coordination Unit—Vocational Education Section of the California State Department of Education.

CE 001 113

COLLEGE ENTRANCE EXAMINATIONS BOARD
PALO ALTO
SEPTEMBER 1, 1972

YOUTH GUIDANCE SYSTEMS

1971-1972 PROJECT FINAL REPORT OUTLINE

DISTRIBUTION INFORMATION ii

CREDITS iii

RATIONALE AND PROCEDURES 1

EVALUATION DESIGN 3

FINDINGS 8

CONCLUSIONS 19

APPENDIX

A. Student Questionnaire 1 ..... Appendix A

B. Student Questionnaire 2 ..... Appendix B

C. DM Insert ..... Appendix C

D. EGIS Insert ..... Appendix D

E. SAAS Insert ..... Appendix E

F. Site Coordinator Report Form ..... Appendix F

G. Group Leader Report Form ..... Appendix G

H. Data Sampling Procedures ..... Appendix H

I. Scoring Procedures for SQ-1 and SQ-2 ..... Appendix I

J. Information Regarding Media Components ..... Appendix J

RECEIVED
Vocational Education
Research Coordinating Unit
MAR 8 1973
California State Department
of Education

DISTRIBUTION INFORMATION

This report has been distributed to the following educational personnel. Copies have also been provided to those persons serving on various YGS committees and sponsoring agencies, to project staff, to participating school districts and to individuals who have expressed a specific interest in the program.

- Directors of Guidance for all California High Schools
- Directors of Pupil Personnel Services for all California Unified School Districts and High School Districts
- Directors of Pupil Personnel Services for all California County Offices of Superintendents of Schools
- Chairmen of Counselor Education Departments in California Colleges and Universities
- Directors of Pupil Personnel Services, each State Department of Education in states other than California

CREDITS

Project Staff

H. B. McDaniel (deceased), Director

Stanley L. Bowers, Supervising Consultant & Co-Director

James A. Saum, Supervising Consultant & Co-Director

Stuart J. Mandell, Principal Evaluator

Jeffrey G. Ferguson, Special Consultant

Clarence D. Johnson, Evaluation Consultant

Anita M. Mitchell, Evaluation Consultant

Thomas Smith, Evaluation Consultant

Grace Fulton, Secretary

Project Sites

Emil R. Buchser High School
John Mix, Coordinator

Casa Roble High School
James Brooks, Coordinator

Covina Valley Unified School District
Everett Aarestad, Coordinator

Mark Keppel High School
Boyde Dye, Coordinator

Monterey Unified School District
Patricia Majors, Coordinator

Western Regional Office, College Entrance Examination Board

Robert G. Cameron, Director

Judith A. Warmington, Administrative Assistant

California State Department of Education

James H. Crandall, Coordinator
Research Coordinating Unit
Vocational Education Section

While not directly involved with this year's project activity, the following organizations have been historically related to the goals of Youth Guidance Systems:

California Association of School Administrators

California Association of Secondary School Administrators

California Personnel and Guidance Association

RATIONALE AND PROCEDURES

Rationale

A central task of career guidance is to provide opportunities for individuals to effectively choose responsible and personally satisfying career goals. An important tenet of American democracy is that this task be achieved through the use of free will in choice making by the individual student. Considered decision making requires the understanding and utilization of an array of information about self, about alternatives that may enhance self-fulfillment and about the process of decision making, as well as knowledge of real world opportunities.

In a civilization marked by rapid social and technological change, individuals can no longer depend upon traditional institutional processes or chance to find answers about career choices. A new set of problems has arisen that makes such alternatives increasingly unsatisfactory. Mobility of populations, increasing environmental difficulties, changes in the nature of work and leisure opportunities, greatly increased resources of information and improved methods of communication all threaten the coping abilities of man. Youth, in particular, are confronted with complicated cultural and industrial circumstances that require their leaving the formal system of education with well-defined educational career plans.

Central to the concept of guidance offered by Youth Guidance Systems is the idea that each individual should experience opportunities for acquiring skills in self-determination. These skills are referred to as considered decision making and are regarded as the primary operational goal of guidance. There are circumstances in which individual behavior is not open to control by conscious decision, but in most aspects of life there are alternatives that can be exercised. Determining which options to take requires a continuing stream of decisions, some simple, some complex, some reversible, others irreversible. All require an understanding of alternatives, an increased awareness of self, and improved knowledge and skill in the decision-making process.

In the Youth Guidance Systems concept this primary goal of considered decision making is divided into four sub-goals:

For Student Decision

A. Goals and plans for career and educational development

B. Alternatives and competencies for coping with personal problems

For Staff-Home-Community Decision

C. Collaborative determination of needs, analysis of alternatives, and development of programs to implement objectives

D. Development of criteria and procedures for continuous evaluation and modification

To realize the YGS goals, a number of specific activities were proposed. The emphasis of the 1971-1972 study was upon facilitation of the first objective, through the use of guidance curriculum processes and materials.

Programs of group guidance directly tied to a guidance curriculum represent the core activity used to achieve this goal. Decision making is a definable, describable process that involves the acquisition of an identifiable body of information. It includes cognitive and affective data and the ordering and analysis of these data through a problem-solving approach to attain a solution or outcome.

Such an activity is perceived as a learning experience. It is developmental in the sense that the data and the solution must be keyed to the stage of development for each individual. An efficient approach to the achievement of this guidance program is the establishment of a guidance curriculum and the integration of this curriculum into the general school program in appropriate grade sequences.

Procedures

Planning

The major activities of this project were initiated during the summer of 1971. This process involved discussion relating to the character of guidance curriculum materials to be utilized and the development of strategies for each participating school. Five school districts were selected for project participation; within these districts seven secondary schools were chosen to administer the various media units.

At a Leaders Conference held in Palo Alto, a Statement of Objectives was developed. A general time plan for each guidance curriculum program, the use of consultants and a design for evaluation were agreed upon. Each school made a minimum time commitment for each group program, with latitude to extend classroom as well as individual activities. The cooperation of local community colleges was secured to compliment the twelfth grade program by using results of data for guidance and placement. Consultants were employed for each group guidance program. They met initially with school coordinators which resulted in the development of time schedules for in-service training of project leaders. Teachers interacted directly with program authors and experts in their respective fields.

At each school, students were randomly placed in experimental or control groups. A pretest instrument (SQ1) was administered to participating students. Following the use of this questionnaire, the experimental groups were administered appropriate units of the guidance curriculum. At the conclusion of this curricular experience, both groups were given a post-test instrument (SQ2) within previously established time-parameters. Three of the four group guidance projects received post-test inserts designed to evaluate change.

Overview of the Guidance Curriculum

The chief thrust of Youth Guidance Systems for 1971-72 was the employment of a guidance curriculum. Media components matched to group guidance units were employed to facilitate considered decision making.

Emphasizing the process of personal choice, the curriculum units helped each student to explore the world of self (values, interests, and abilities) and assisted each student to explore and discover educational and career opportunities.

In grade nine, the unit focused upon the acquisition of decision making skills. In grade ten, through measured- and self-reports, combined with the use of decision making, the unit attempted to assist each student with educational planning. In grade eleven, the unit was designed to enable each student to explore career opportunities and make tentative occupational choices. In grade twelve, through measured-and self-reports, the unit was intended to help each student with post-high school decision making.

Common Media Objectives

The four media components share certain major objectives. It was anticipated that students progressing through the YGS guidance curricula in grades nine and ten would demonstrate a clearer understanding of the bases on which certain decisions should be made. In grade nine through twelve, each student should demonstrate a more informed understanding of his interests, abilities, values, and personal-social characteristics; greater differentiation of interests and abilities; an increased awareness of the choices and decisions which are, or will shortly be confronting him; a clearer formulation of objectives; more confidence in goals and plans; an increased knowledge of information sources; and, increased information-seeking behavior. Finally, in grades ten through twelve, the student would formulate more relevant and specific plans for achieving his goals and objectives.

Deciding (DM)

The curriculum unit for group guidance in grade eight or nine focused upon the use of a booklet entitled, "Deciding." This booklet is divided into three sections—values, information, and strategy—which enable the student to learn and practice decision making skills. The objectives for "Deciding" are: to identify three personal values; to state a clear objective for

each; to describe the role of values in a given decision making situation; to list four kinds of information required in good decision making; to list three new pieces of information you learned about yourself; (given a situation that requires a decision) to be able to list available alternatives, list and rank sources of information, and complete the decision making process within a time limit; to list and describe four common decision making strategies; to state the relationship between risk-taking, values, and strategies in a given decision making situation; and, to state that you feel more confident in your ability to make decisions.

Educational Guidance Information Service (EGIS)

The EGIS component, used in grade ten, includes an instrument designed to measure cognitive and self-reported traits. This unit attempts to enable the student to apply his decision making skills and tested self-knowledge to his educational planning. The objectives of this unit are: to help students define and state clear short-term and long-term personal goals; to motivate students to consider specific actions they must take to reach their goals; to guide students in determining the relative weights they should place on their current interests when making decisions about their futures; to help students discover alternatives; to make students aware of available sources of information; and, to introduce sources of information about education.

Self Appraisal and Assessment Structure (SAAS)

The SAAS unit used for grade eleven is a program of occupational assessment and exploration of the world of work. Its major objectives are: to initiate student thinking about his occupational future; to help him perceive reality in terms of his own ability; and, to help him obtain a better understanding of his potential.

Comparative Guidance and Placement Program (CGP)

The unit for grade twelve, CGP, includes a battery of tests and questionnaires for the student intending to continue his education and training. To help entering-college students make sound educational and career decisions, the chief objectives of CGP are: to help the student learn more about himself—his interests, abilities, attitudes, and aspirations; to make wiser decisions about courses of study he might pursue; and, to critically evaluate and compare his career goals in terms of his interests, abilities, and aptitudes.

EVALUATION DESIGN

Evaluation Design

Youth Guidance Systems focuses on the attainment of a number of goals and objectives whose scope and length of time required for evaluation are beyond this project report. For the purposes of this project, conducted during the 1971-72 school year, evaluation objectives were necessarily delimited. While some data gathering was planned to define staff outcomes and system changes, the major evaluation efforts were directed toward assessing student outcomes. To further check the relation of these outcomes to the particular guidance media and activities employed, additional data were gathered to identify student and staff reactions.

The evaluation concerns of this project were to obtain evidence of the impact of the four Guidance Curriculum activities on student development and to identify student and staff reactions to the burdens and blessings associated with these activities.

Combining the four Guidance Curriculum activities of Decision Making (DM), Educational Guidance Information System (EGIS), Self Appraisal and Assessment Structure

(SAAS), and Comparative Guidance and Placement Program (CGP), it was hypothesized that ten different areas of student development would be affected.

(1) Understanding of decision-making skills would increase.

(2) Self knowledge of abilities, interests, and values would increase.

(3) Information-seeking behavior would increase.

(4) Awareness of occupational and educational choices would increase.

(5) Knowledge of information sources would increase.

(6) Knowledge of specific training requirements would gain.

(7) Clarity of an individual's goals and objectives would increase.

(8) Personal planning would improve.

(9) Confidence in personal goals and plans would gain.

(10) Plans for meeting objectives would become more specific.

In order to test whether the hypothesized and planned outcomes could be associated with the Guidance Curriculum activities, a randomized experimental control group pretest/post-test research design was selected. This design provides for two conditions to be compared, experimental and control. The operational difficulties of rigorously controlling procedures in a field study such as this were recognized, but it was felt that the advantages of the design offset the problems connected with its implementation. Viewed in schematic form, the 1971-72 basic evaluation design appears in Figure 1. This design was followed for the data gathering from each Guidance Curriculum component. It permitted answers to five questions about the hypothesized effects on student development.

(1) How equivalent were the groups prior to the program?

(2) What changes occurred in the groups receiving guidance?

(3) What changes occurred in the groups not receiving guidance?

(4) Did the groups receiving guidance show more growth?

(5) Did the groups who received guidance perform generally better than those who did not at program's end?

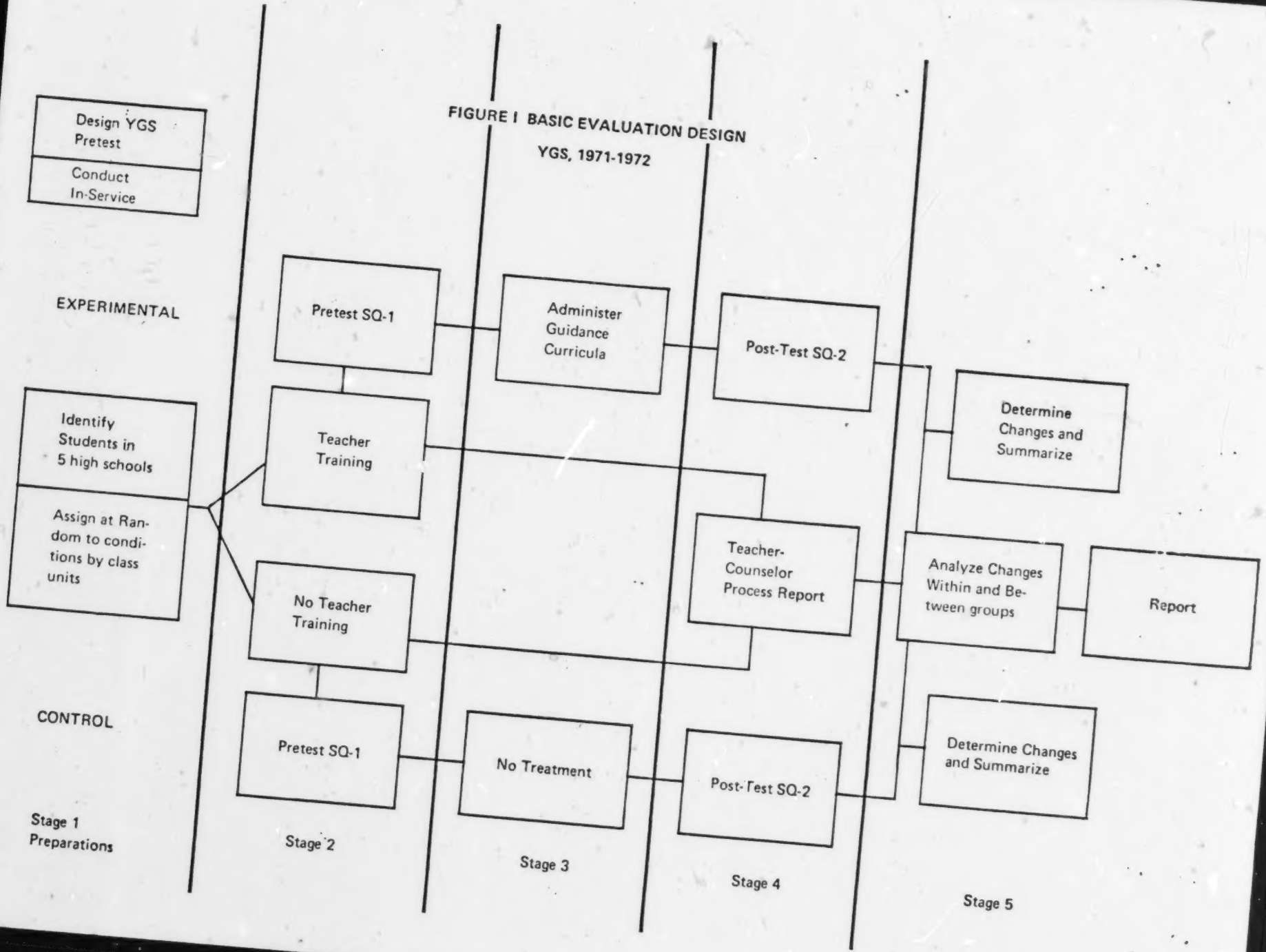
Each site and each component were treated separately so that the general design could be regarded as four experiments with five replications. Evidence for staff and student reactions was gathered on an *ex post facto* basis using teacher and counselor narrative responses to questionnaires. Additional information on a number of process variables was obtained from the same instrument. As in the case with the student outcome design, each component and each site was treated separately.

Populations and Sampling

Five California school districts with secondary education programs were included in the study. Students and staff were involved from seven school sites. Project activities covered grades eight through twelve as shown in the table that follows.

FIGURE I BASIC EVALUATION DESIGN

YGS, 1971-1972



DISTRIBUTION OF STUDY POPULATION

District	School	Participating Grades	Enrollment	Participating Sample
Alhambra Union	Mark Keppel	9–12	2,448	1,175
Covina Unified	Covina	10–12	1,300	670
	Traweek	8	336	336
Monterey Unified	Monterey	10–12	1,871	338
	Colton	8–9	960	487
San Juan Unified	Casa Roble	9–12	2,100	1,055
Santa Clara Unified	Buchser	9–12	1,780	928
Totals			10,795	4,989

The term, "participating sample," as used in the above table was derived from a count of completed pretest returns. Actual usable data was considerably reduced due to turnover between pre- and post-testing. Additional losses occurred due to operational breakdowns related to the scheduling of activities across semesters.

Sampling was three-staged to reduce processing costs (scoring, posting, and keypunching). Procedures were developed to permit further sampling of actual returns on the basis of a 50% random sample pulled from those cases where pre and post-data could be matched for the individual (see appendix A for details of procedures). After elimination of unscorable returns, further random sampling of the data sets was initiated to achieve proportional representation among sites, components, and the two conditions, experimental and control. The final sample used for statistical summarization is shown in the table below.

DISTRIBUTION OF FINAL DATA SAMPLE

Component	Total by Condition	Mark Keppel	Covina/ Traweek	Monterey/ Colton	Casa Roble	Buchser
DM	Exp'tl 209	38	58	38	32	43
	Ctl 207	42	57	30	45	33
EGIS	Exp'tl 167	41	46	0	37	43
	Ctl 119	42	42	0	0	35
SAAS	Exp'tl 188	53	64	0	30	41
	Ctl 142	38	38	0	35	31
CGP	Exp'tl 158	46	42	0	35	35
	Ctl 193	57	49	0	50	37
School Totals	1383	357	396	68	264	298

Student Questionnaire Development

To implement the evaluation design discussed earlier it was necessary to develop pre- and post-test procedures for each component activity. For reasons of economy, and in recognition of overlapping in content, a single "student questionnaire" referred to as "SQ-1" was prepared as the pretest for each of the four Guidance Curriculum components. At the time the initial instrument was prepared in September 1971, the intent was to provide an instrument for gathering baseline information about personal status, and personal preferences as well as evidence of student development in the areas under study. Informal piloting was carried out to check administrative procedures, format, and scoring. The instrument was also submitted to a panel of professional judges for review and revision. A copy of the final printed version is shown as appendix B.

In completed form, SQ-1 ran to four pages, included eighteen items and took about fifty minutes to administer. Following administration of the instrument, suggestions for its improvement were solicited. These resulted in the elimination of items six and fourteen and minor changes of wording within other items.

Following this, the instrument was given further editing by a panel and then printed as SQ-2, the post-test. The post-test, SQ-2, was further modified from SQ-1 by a supplement or insert containing items specifically related to the particular unit under study. Inserts were prepared for the components on DM, EGIS, and SAAS. Because of the nature of the unit, no insert was prepared for CGP. Copies of SQ-2 and each of the inserts are shown as appendices C, D, E, and F.

For purposes of analysis planning, each item was further identified as to major function as shown in the following table. Items are matched for changes from SQ-1 to SQ-2.

SQ-1/SQ-2 ITEM ASSESSMENT FUNCTIONS

SQ-1/SQ-2 Item Nos.	Item Function
1/1	Plan for major field of study
2/2	Self-estimate of ability
3/3	Development of educational plans
4/4	Development of occupational plans—HS.
5/5	Development of occupational plans—Coll.
7/6	Self-estimate of abilities and interests
8/7	Attitudes toward planning and decision-making
9/8	Ability to identify specific goals and objectives
10/9	Knowledge of variations in occupational training needs
11/10	Ability to relate values to actions
12/11	Estimate of help received in educational planning
13/12	Estimate of help received in occupational planning
16/14	Educational goal satisfaction
17/15	Occupational goal satisfaction
18/16	Self-confidence

Process Evaluation

Process evaluation questions centered on the impact of media component activities on staff attitudes and operations within individual schools. Standard froms were prepared for group leader and site coordinator reports (See appendices G and H). Questions on these instruments were open-ended in format in order to elicit staff observations without restricting their responses.

Data Collection

Scheduling of SQ-1 and SQ-2 was planned to occur as stages two and four respectively of the evaluation design. Individual sites varied in accordance with constraints imposed by competing activities. Pretests and post-tests were given no more than four and no less than two months apart. Administration was usually conducted by teachers in the classroom. Questionnaires were then collected and returned to the Project Director for scoring and posting to rosters. Forty rosters of data were prepared based upon 5 sites x 4 components x 2 conditions.

Rosters were keypunched and the data were processed by a specially prepared program at the Stanford University Computer Center. Summaries were prepared showing percentages per category for SQ-2 items one through six. Means, Standard Deviations, and t-tests were

derived for the remaining items. Summary statistics were prepared by component, site, and conditions showing within group and between group changes on each item.

This report is limited to a condensation of the complete printout which included 160 pages of data. Copies of the printout are on file with the State Department of Education.

Following collection of the SQ-1/SQ-2 data, process evaluation reports were gathered. These were then summarized by hand for presentation in the form of condensed narrative.

FINDINGS

Analysis of student outcomes is based upon summary changes within components after combining results from all five sites. Comparisons of experimental and control group changes were compiled for each Student Questionnaire item. Data for the inserts were eliminated, however, due to an excessive number of unusable responses. Results were reviewed for gains favoring Experimental (E) over Control (C) groups. Developmental changes across grade were also noted for some items.

Data labeled "E" should be read as "experimental" or those who received group guidance. Data labeled "C" should be read as control or those who did not receive group guidance.

Hypotheses for items 8-7 through 18-16 were tested by analyzing item scores. Experimental and control group changes from pretest to post-test were checked for significance through the use of a t-test for correlated means. Differences between post-test means obtained from the two groups were checked using a z-test for uncorrelated means.

Process evaluation data were prepared by components after combining data received from individual sites. Component activity times, student reactions, and leader relations were summarized.

ITEM 1-1

SUMMARY OF CHANGES BY PERCENT PLANNING A GIVEN HIGH SCHOOL MAJOR
(Showing Experimental [E] and Control [C] groups for each component)

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Number of cases	209	207	167	119	188	142	158	193
Majors								
Agriculture	−1%	2%	0%	0%	−2%	1%	0%	−2%
Business	9	2	2	2	2	1	1	2
College Prep	1	−7	−6	−6	1	−8	2	0
Home Economics	−2	−1	−1	1	−1	−2	1	−1
General Studies	−10	0	3	3	−5	7	1	3
Industrial Arts	1	3	−2	−2	3	−3	0	−3
Vocational	0	0	1	0	2	−1	−1	−1
Fine Arts	0	0	2	−2	0	2	−3	2
Individual Shifts in Declared Majors	37%	41%	34%	32%	31%	31%	19%	22%

Analysis

1. Pupils in the experimental group show substantial gains for business and declines in the general studies category while control pupils drop on college prep and increase in general studies.
2. Except for EGIS of grade ten, college prep holds steady as a choice for E pupils but drops sharply for C. The reverse occurs in the area of general studies on DM and SAAS.
3. Little or no changes were observed at twelfth grade between E and C.
4. A persistent trend to fewer individual changes occurred with increasing age.

ITEM 2-2

SUMMARY OF CHANGES IN SELF-ESTIMATES OF
ABILITY BY PERCENT IN EACH RATING CATEGORY

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Number of cases	209	207	167	119	188	142	158	193
Ability Rating								
Superior	−2%	−2%	−2%	1%	−2%	1%	2%	−1%
Above Average	−4	0	5	3	4	1	8	−1
Average	8	1	−2	−5	−2	−2	−8	0
Below Average	1	2	−2	2	−1	1	−1	1
Poor	0	0	0	0	0	−1	0	0
Individual Changes	28%	26%	32%	15%	20%	20%	22%	16%

Analysis

1. Self-ratings shifted for all groups 1/6 to 1/4 of the cases. At eighth and ninth grade (DM) the trend was to substantially increase average ratings in the E group at the expense of above average and superior ratings. The reverse was noted in twelfth grade.
2. Except for SAAS participants, E showed more revisions than C.
3. Gains in the Above Average category were four times as frequent overall for experimental groups.
4. While self-ratings for the E group showed a decline in the Below Average category, the C group showed a substantial increase overall.

ITEM 3-3

COMPARISON OF CHANGES IN GRADUATION PLANS BY PERCENT IN CATEGORY

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Number of cases	209	207	167	119	188	142	158	193
Plan								
Four-Year College	0%	−6%	−2%	−2%	6%	−3%	−4%	−1%
Two-Year College	1	5	−3	−4	−8	3	5	−2
Trade School	3	3	0	5	1	8	−5	−2
Work	−1	−3	6	−3	4	−6	5	13
No Plans	−4	−2	0	6	−2	−1	−1	−2
Individual Changes in Plans	55%	54%	57%	66%	50%	46%	46%	44%

Analysis

1. Over half of all eighth and ninth grade students showed changes in plans. This number increased in tenth grade to 2/3 in the case of control students and then fell slightly under 50% at grade twelve.
2. Tenth grade students receiving group guidance show more shifts toward work while controls showed more as having "no plans."
3. In eleventh grade, SAAS students choosing a four-year college increased over those not receiving guidance but the number dropping two-year colleges increased.
4. In twelfth grade, those not receiving guidance show a greater trend to plan to go to work upon graduation.
5. Overall, those planning to go to a four-year college who receive group guidance tend to persist in those plans more than those not.
6. Overall, those students planning on trade school increase more without guidance while those planning on going to work increase more with group guidance.

ITEM 4-4

COMPARISON OF CHANGES IN OCCUPATIONAL FIELDS FOR THOSE WITHOUT POST HIGH SCHOOL EDUCATION

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Number of cases	209	207	167	119	188	142	158	193
Field								
Scientific	1%	0%	1%	2%	−1%	0%	1%	−4%
Mechanical	−2	−1	1	1	3	0	0	−1
Clerical	0	0	1	−1	3	0	2	1
Computational	0	0	−1	0	1	4	4	0
Sales	0	−1	0	−1	1	1	1	−1
Social Service	−1	−1	−2	1	3	1	2	2
Verbal	0	0	−1	−1	0	0	−1	1
The Arts	1	0	0	3	1	0	2	0
No Choice	−1	3	7	5	−1	−1	2	4
Individual Changes in Chosen Field	38%	36%	37%	40%	33%	35%	35%	32%

Analysis

1. Slightly more than 1/3 of the students at all levels change their occupational fields regardless of whether or not they have group guidance.
2. Proportion marking "no choice" shows favorable reduction for DM E group only; changes for SAAS and CGP are in the hypothesized direction.
3. No noteworthy differences in occupational changes are apparent between experimental and control overall.

ITEM 5-5

COMPARISON OF CHANGES IN PERCENT CHOOSING OCCUPATIONAL FIELDS REQUIRING POST HIGH SCHOOL EDUCATION

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Number of cases	209	207	167	119	188	142	158	193
Field								
Scientific	0%	0%	1%	−3%	−5%	1%	−1%	−3%
Mechanical	1	1	−1	2	3	−1	0	−2
Clerical	1	0	4	3	−1	4	4	−1
Computational	0	0	0	0	2	0	1	0
Sales	1	1	−1	0	1	−1	2	1
Social Service	−3	1	1	0	6	1	−6	1
Verbal	2	0	1	−2	1	−1	−1	0
The Arts	−1	0	0	−3	−1	2	2	3
No Choice	2	4	0	0	−7	10	1	−1
Individual Changes in Chosen Fields	45%	47%	53%	56%	54%	55%	51%	45%

Analysis

1. Total percents indicating "no choice" on SQ-2 were as follows:

	DM	EGIS	SAAS	CGP
Experimental	38%	36%	19%	28%
Control	34%	34%	31%	25%

   Only SAAS is associated with a reduction of numbers in this category.
2. Individual changes during the project period were typical for one-half of all students at all age levels.
3. Differences between experimental and control group shifts within categories are not remarkable except for Scientific at grade eleven, Clerical at grade twelve, and Social Science at grades eleven and twelve.

ITEM 8-7

COMPARISON OF GROUP MEANS ON ATTITUDES TOWARD PLANNING

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	16.53	16.90	15.96	16.75	16.57	16.01	16.15	15.76
SD	3.24	3.43	2.96	2.99	3.34	3.78	3.12	3.29
SQ-2 Mean	16.82	16.68	16.34	16.69	17.10	16.06	15.88	15.68
SD	3.49	3.50	3.32	3.05	3.29	3.73	3.27	3.68
"t" within groups	1.19	1.07	1.69*	−0.20	2.57**	0.23	−1.27	−0.38
"z" between groups	+	0.40	−	0.91	−	2.68**	−	0.52

Analysis

1. Only CGP fails to show expected differences between E and C groups within components. Statistically significant results are those for SAAS ($P < .01$) and EGIS E group ($P < .05$).
2. A developmental trend to improvement was apparent insofar as item performance is concerned. Pretest means for the control groups indicate a decline from ninth to twelfth which is probably significant.

*Indicates statistical significance at the .05 confidence level.
**Indicates statistical significance at the .01 confidence level.

ITEM 9-8

GROUP MEANS OF ABILITY TO IDENTIFY SPECIFIC GOALS

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	10.49	10.06	10.60	9.80	11.48	11.30	12.11	11.98
SD	3.93	4.04	4.30	4.42	4.00	4.31	4.15	4.22
SQ-2 Mean	11.18	9.98	11.11	10.49	11.29	11.49	12.14	12.37
SD	3.97	4.25	4.40	4.53	4.32	4.31	4.17	4.19
"t" within groups	2.65**	−0.34	1.58	1.69*	−0.68	0.62	0.11	1.59
"z" between groups	–	2.97**		1.17	–	−0.43	–	−0.49

Analysis

1. A developmental trend for performance to improve with age can be noted by examining pretest means.
2. DM and EGIS treatment groups showed more gains than controls but SAAS and CGP control groups did better than the experimentals.
3. Only the DM component produced statistically significant differences both within and between groups.

*Indicates statistical significance at the .05 confidence level.
**Indicates statistical significance at the .01 confidence level.

ITEM 10-9

GROUP MEANS FOR KNOWLEDGE OF TRAINING REQUIREMENTS

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	5.11	4.85	5.21	5.24	5.63	5.35	6.00	5.97
SD	1.71	1.76	1.51	1.57	1.76	1.94	1.75	1.80
SQ-2 Mean	5.16	4.79	5.43	5.27	5.70	5.22	5.81	5.85
SD	1.82	1.97	1.79	1.96	1.73	1.61	1.73	1.73
"t" within groups	0.33	−0.35	1.35	0.14	0.51	−0.89	−1.16	−0.86
"z" between groups		1.97*		0.71		2.54**	–	−0.25

Analysis

1. A trend to improved performance with age is apparent on this item.
2. All treatment groups show small gains. SAAS and DM groups showed statistically significant differences between experimental and control on the post-test. All control groups either remained the same or showed a loss.

*Indicates statistical significance at the .05 confidence level.
**Indicates statistical significance at the .01 confidence level.

ITEM 11-10

GROUP MEANS OF ABILITY TO RELATE VALUES TO ACTIONS

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	10.94	10.29	10.11	10.52	12.16	11.05	12.19	11.71
SD	4.23	4.29	4.53	4.75	4.26	3.60	3.88	4.11
SQ-2 Mean	11.16	10.33	10.22	10.27	11.50	11.12	12.14	11.55
SD	4.50	4.46	4.82	4.41	4.33	4.61	4.55	4.60
"t" within groups	0.65	0.10	0.29	−0.45	−1.93*	0.18	−0.12	1.47
"z" between groups		1.88*		−0.08		0.75		1.20

Analysis

1. A trend to improved performance with age can be observed.
2. Gains in performance with groups favored E over C for DM and EGIS only. DM effects were statistically significant at the .05 level. SAAS Experimentals showed a significant loss ($P < .05$).
3. Control groups either remained essentially unchanged or showed a slight loss.

ITEM 12-11

MEAN RATINGS OF HELP RECEIVED IN EDUCATIONAL PLANNING

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	10.73	11.31	10.45	10.96	11.04	10.60	10.96	10.83
SD	3.60	3.52	3.87	3.35	3.08	3.23	3.21	3.36
SQ-2 Mean	11.28	11.02	9.79	10.29	11.07	10.17	10.76	10.48
SD	3.28	3.28	3.91	3.73	3.39	3.26	3.42	2.73
"t" within groups	2.20*	−1.06	−1.86*	−1.60	0.10	−1.44	−0.76	−1.54
"z" between groups		0.81		−1.09		2.41**		0.86

Analysis

1. SQ-1 Means decline somewhat with age.
2. All control groups show a loss. The DM and SAAS experimental groups show gains but only DM is statistically significant ($P < .05$).
3. EGIS experimental cases show a significant loss ($P < .05$).

*Indicates statistical significance at the .05 confidence level.
**Indicates statistical significance at the .01 confidence level.

ITEM 13-12

MEAN RATINGS FOR HELP RECEIVED IN OCCUPATIONAL PLANNING

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	10.96	11.28	11.05	11.23	11.14	10.45	11.61	11.10
SD	4.19	4.47	4.64	4.12	3.77	4.23	3.97	4.09
SQ-2 Mean	10.53	10.31	10.24	10.67	11.72	10.39	11.34	10.48
SD	5.11	4.92	4.50	4.34	4.08	4.65	4.26	3.95
"t" within groups	−1.07	−2.55**	−2.12*	−1.22	1.79*	−0.15	−0.90	−1.86
"z" between groups		0.44		−0.81		2.74**		1.96*

Analysis

1. No consistent developmental trend was noted for performance on this item.
2. Control groups showed a loss on all components.
3. Only the CGP component showed a statistically significant between-group difference. This was based upon a greater relative loss for control rather than a gain associated with treatment.
4. Only SAAS showed a significant treatment group gain.

ITEM 16-24

MEAN RATINGS OF EDUCATIONAL GOAL SATISFACTION

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	12.54	13.86	12.78	14.26	14.01	13.70	14.84	13.81
SD	5.41	4.72	5.87	4.23	4.38	4.73	4.05	4.64
SQ-2 Mean	13.36	13.49	13.13	13.17	13.82	13.02	14.00	12.95
SD	5.03	4.97	4.97	4.87	4.84	5.32	4.65	5.09
"t" within groups	2.05*	−1.15	0.78	−2.39**	−0.59	−1.59	−2.52**	−2.36**
"z" within groups		−0.25		−0.05		1.42		1.99*

Analysis

1. A persistent trend for increases with age is apparent.
2. Control groups showed losses on all components.
3. Within-group gains occur for DM and EGIS experimental groups only.
4. Were it not for the large initial differences between means, a between-group difference at a significant level would probably be apparent for DM and EGIS as well as CGP.

*Indicates statistical significance at the .05 confidence level.
**Indicates statistical significance at the .01 confidence level.

ITEM 17-15

MEAN RATINGS OF OCCUPATIONAL GOAL SATISFACTION

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1 Mean	11.79	13.30	12.43	14.05	12.87	13.24	14.32	13.13
SD	6.10	5.77	5.82	4.76	5.22	5.37	4.52	5.23
SQ-2 Mean	12.61	12.97	12.03	13.17	12.99	11.96	13.61	12.66
SD	5.77	5.39	5.73	5.30	5.62	5.86	5.38	5.13
"t" within groups	1.67*	−0.82	−0.80	−1.72*	0.27	−2.91**	−1.99*	−1.26
"z" between groups		−0.66		−0.70*		1.61		1.68*

Analysis

1. Several sites showed many zero scores on this item which increased the SD and SEM to impair significance testing.
2. No persistent developmental trend was noted.
3. All control groups show losses.
4. Both SAAS and DM components show gains for their experimental groups but only the DM gain is large enough to be significant.
5. Between-group differences were significant for EGIS and CGP. The difference was based on relative losses or initial group differences rather than gains.

ITEM 18-16

MEAN RATINGS OF SELF-CONFIDENCE

	DM		EGIS		SAAS		CGP	
	E	C	E	C	E	C	E	C
Sample Size	209	207	167	119	188	142	158	193
SQ-1Mean	10.54	11.55	10.96	11.97	10.99	11.02	11.86	11.58
SD	4.51	4.18	4.25	3.65	4.08	4.49	3.32	3.71
SQ-2 Mean	11.44	11.36	11.34	11.47	11.56	10.63	11.68	11.12
SD	3.97	3.90	3.90	4.07	4.03	4.14	3.50	4.01
"t" within groups	2.69**	−0.64	1.15	−1.27	1.79*	−1.05	−0.69	−1.59*
"z" between groups		0.22		−0.27		2.06*		1.38

Analysis

1. No developmental trends to improvement were noted.
2. All control groups showed losses.
3. Significant within-group gains occurred for the DM and SAAS components. CGP was the only component not showing gains for the experimental group.

*Indicates statistical significance at the .05 confidence level.
**Indicates statistical significance at the .01 confidence level.

SUMMARY CHART OF FINDINGS BY COMPONENT AND SQ ITEM

ITEM NO.	FUNCTION	FINDING* DM	EGIS	SAAS	CGP
1-1	Plan for major field of study	0	0	0	0
2-2	Self-estimate of ability	+	+	0	+
3-3	Development of educational plans	+	+	0	0
4-4	Development of occupational plans–HS.	+	0	0	0
5-5	Development of occupational plans–Coll.	0	0	+	0
8-7	Attitudes toward planning	+	++	++	–
9-8	Discrimination in goals and objectives	++	+	–	0
10-9	Knowledge of training requirements		+	+	0
11-10	Ability to relate values to actions	+	+	–	0
12-11	Estimate of educational help	++	–	+	+
13-12	Estimate of occupational help	+	–	++	+
16-14	Educational goal satisfaction	+	+	+	0
17-15	Occupational goal satisfaction	++	+	+	0
18-16	Self confidence	++	+	++	+

NOTE: The above findings should not be read as an evaluation of the media! They only suggest the contribution of the media to YGS goals which may vary from those intended for the media alone. Other gains from the media were obviously not measured in this study.

*Legend

++ Statistically significant
+ Positive
0 Equivocal
– Negative

PROCESS SUMMARY
DECISION MAKING COMPONENT

FUNCTION	RESULTS BY SCHOOL					
	Mark Keppel	Casa Roble	Traweek	Buchser	Colton	Composite[1]
No. of Leaders	n.a.[2]	3	11	5	10	7
In-Service Hours	n.a.	3	3	2	4	3
Avg. Hrs. on Unit	n.a.	13	18	10	31	18
Avg. SQ-1 Admin. Time	n.a.	55′	102′	46′	75′	70′
Avg. SQ-2 Admin. Time	n.a.	55′	58′	36′	41′	48′
Percent Benefitting	n.a.	n.a.	76%	45%	69%	63%

Media Evaluation

1. Students liked: The discussion; format; self-assessment; case studies; risk-taking exercises; role playing.
2. Students disliked: Reading difficulty; irrelevant case material; writing personal values down; lectures; timing unit at end of day when friends out (Covina); amount of writing required.
3. Leaders liked: Intrinsic motivation of materials; values section; eye appeal of booklets; discussion sessions; discussing personal values with students.
4. Leaders disliked: "Middle-class white" value emphasis; reading difficulty; lack of time; irrelevant cases for non-college bound.
5. Recommendations: More leader in-service; spread unit out over time; more lower-middle-class examples; reduce reading level; incorporate in regular school program; put in English curriculum; increase role playing; put less emphasis on workbook.

PROCESS SUMMARY
EDUCATIONAL GUIDANCE INFORMATION SERVICE COMPONENT

FUNCTION	RESULTS BY SCHOOL					
	Mark Keppel	Casa Roble	Covina	Buchser	Monterey	Composite
No. of Leaders	n.a.	4	4	n.a.	n.a.	4
In-Service Hours	n.a.	2	2	n.a.	n.a.	2
Avg. Hrs. on Unit	n.a.	8	9	n.a.	n.a.	8 1/2
Avg. SQ-1 Admin. Time	n.a.	55′	90′	n.a.	n.a.	72′
Avg. SQ-2 Admin. Time	n.a.	55′	75′	n.a.	n.a.	65′
Avg. Pupils/Unit	n.a.	32	35	n.a.	n.a.	33
Percent Benefitting	n.a.	n.a.	80%	n.a.	n.a.	n.a.

Media Evaluation

1. Students liked: Interest tests; exercises relating values to decisions; doing post high school planning.
2. Students disliked: Time spent on tests; lectures, steps on decision making; reading difficulty; lack of personal relevance in examples.
3. Leaders liked: Goals of unit; discussion of values; test interpretation materials; steps on decision making.
4. Recommendations: Convert materials to multi-media format; use at Gd. 11; reduce amount of testing; provide occupational information films prior to unit.

(1) Average or typical trend
(2) Not available at time of summary

PROCESS SUMMARY

SELF APPRAISAL AND ASSESSMENT STRUCTURE COMPONENT

FUNCTION	RESULTS BY SCHOOL					
	Mark Keppel	Casa Roble	Covina	Buchser	Monterey	Composite
No. of Leaders	n.a.	4	5	6	n.a.	5
In-Service Hours	n.a.	2 1/2	4	0	n.a.	2 1/6
Avg. Hrs. on Unit	n.a.	10	18	9 1/2	n.a.	12 1/2
Avg. SQ-1 Admin. Time	n.a.	45′	90′	50′	n.a.	62′
Avg. SQ-2 Admin. Time	n.a.	45′	75′	40′	n.a.	53′
Avg. Pupils/Unit	n.a.	28	35	26	n.a.	30
Percent Benefitting	n.a.	67%	n.a.	67%	n.a.	67%

Media Evaluation

1. Students liked: Planning help; movies; stories; discussion.
2. Students disliked: Limited number of movies; information about interests and abilities too general; goals too long term to relate to.
3. Leaders liked: Help in matching interests to abilities; materials; organization of unit; aims of unit.
4. Leaders disliked: Poor correlation between workbook and guide; excessive abstract work; materials promised student more than they could deliver.
5. Recommendations: Team teach unit; personalize instruction more; make exercises more concrete and specific.

PROCESS SUMMARY

COMPARATIVE GUIDANCE AND PLACEMENT PROGRAM

FUNCTION	RESULTS BY SCHOOL					
	Mark Keppel	Casa Roble	Covina	Buchser	Monterey	Composite
No. of Leaders	n.a.	1	3	1	n.a.	2
In-Service Hours	n.a.	0	4	6	n.a.	3
Avg. Hrs. on Unit	n.a.	11	8	10	n.a.	10
Avg. SQ-1 Admin. Time	n.a.	60′	75′	40′	n.a.	59′
Avg. SQ-2 Admin. Time	n.a.	60′	60′	15′	n.a.	45′
Avg. Pupils/Unit	n.a.	30	35	32	n.a.	32

Media Evaluation

1. Students liked: Seeing how their interests matched their abilities; getting percentile rankings; filling out interest questionnaire.
2. Students disliked: Lengthy testing time; not enough new information gained; not relevant for those planning no post-high school education.
3. Leaders liked: Content of materials; way test related interests, values, and abilities; discussion.
4. Leaders disliked: Testing time; not enough new information gained to warrant time invested.
5. Recommendations: Limit use to post-high school bound; provide more complete materials for interpretation; reduce testing time; provide more follow-up sessions.

CONCLUSIONS

To facilitate drawing final conclusions, this section has been organized to answer two questions:

(1) What difference did the project make with regard to each of the ten areas of student development?

(2) How are these differences relevant to assessing progress toward YGS goals?

Impact on Areas of Student Development

(1) Evidence that the project activities would provide an increase in the development of self-knowledge of abilities and values was obtained from performance trends on SQ items #2 and #10. Overall results on self-ratings of ability show that those participating in a guidance curriculum become more positive while those not participating become more negative. While not statistically significant, those receiving guidance generally perform better on a task assessing knowledge of values.

(2) Understanding of Decision-Making skills was generally better (although not statistically so) among those participating in the guidance curriculum. (Item #10)

(3) Awareness of occupational and educational choices was better in the case of those participating in the guidance curriculum in the three components, DM, EGIS, and SAAS. CGP students did not show benefits. (Item #9)

(4) Gains in the ability to speeify goals or objectives were greater for those receiving the DM and EGIS components but not for those in SAAS and CGP. (Item #8)

(5) Personal planning was improved more for those in the DM, EGIS, and SAAS components, but not CGP. (Items #3, #4, #5, #7)

(6) Gains in confidence for personal goals and plans were significantly greater for those participating in the guidance curriculum in the DM and SAAS components. While not statistically significant, CGP and EGIS group members also did better than controls in this area. (Items #14, #15, #16)

(7) Plans for meeting objectives became more specific in the case of those participating in the guidance curriculum in the components of DM and SAAS but not EGIS or CGP. (Reductions in "no plans" on Items #3, #4, #5)

(8) Knowledge of information sources increased significantly in the case of those participating in the guidance curriculum in the DM and SAAS components. Positive but nonsignificant gains occurred in the case of CGP students. Findings for those in EGIS were negative. (Items #11 and #12)

(9) Increased information seeking behavior, while not directly observed, was inferred as being increased from responses on Items #11 and #12.

(10) Knowledge of specific training requirements was improved by participation in the guidance curriculum for all but CGP participants. Gains were not statistically significant, however. (Item #9)

Other Conclusions

(1) Interests and commitments of students were generally unstable. Changes in majors and occupational plans were noted in from one third to one half of all students.

(2) Analysis of SQ-2 response show increases in zero scores on items toward the end of the instrument. Coupled with leader reports that administration times were generally reduced over SQ-1, some question of loss of actual gain due to instrument error must be entertained.

(3) The DM component yielded the most pervasive positive effects as measured. Next were the SAAS and EGIS components.

(4) Results in some cases were clouded due to the obvious failure of the sampling procedures to produce equivalent groups between experimental and control conditions. This further hindered the statistical testing design employed.

(5) Increasing the amount of time provided for group guidance appears to produce improved benefits according to the process data obtained for the DM component.

PROGRESS TOWARD YOUTH GUIDANCE SYSTEMS OBJECTIVES

While the activities of this project focused on only a limited aspect of YGS, the guidance curriculum, it is felt that sufficient positive findings were obtained to validate this element as vital in the system. The sample was broadly based and, while not as comprehensive in ethnic coverage as would be desirable, provides a substantial cross section of students for generalizing to most high schools.

Evidence obtained suggests that while benefits from the guidance curriculum may be greatest at the eighth and ninth grade levels, positive effects can generally be expected from grades eight through twelve using the media and procedures described.

The data also suggested that it is feasible to use commercially prepared materials. Although four particular media components were selected for this study, other materials can be obtained which may be expected to produce equal or greater benefits.

The most important test for this project was whether or not the results obtained would support the insertion of a guidance curriculum in the general school program. It is clear that if the public schools are to take responsibility for providing career guidance to all students, it must be through a program which is an integral part of the general curriculum. This study shows that such a program of group guidance can be both feasible and effective.

APPENDIX

YOUTH GUIDANCE SYSTEMS SQ 1
STUDENT QUESTIONNAIRE

NAME _____ (8-27) SCHOOL _____

GRADE _____ (28-37) DATE _____

MALE (1) FEMALE (2) (38) GROUP: EXPERIMENTAL _____

CONTROL _____

Card 1
Col. No.

39 1. The course of study that I am following in high school is:
(Check one only)

____ (a) Agriculture
____ (b) Business
____ (c) College Prep
____ (d) Home Economics
____ (e) General
____ (f) Industrial Arts-Shop
____ (g) Vocational Shop
____ (h) Fine Arts

40 2. I would estimate my ability to do good school work is:
(Check one only)

____ (a) Superior
____ (b) Above Average
____ (c) Average
____ (d) Below Average
____ (e) Poor

41 3. My immediate plans after graduation are:
(Check one only)

____ (a) Four year State University
____ (b) Four year State College
____ (c) Private College or University
____ (d) Community College - Business
____ (e) Community College - Vocational-Technical
____ (f) Community College - Two year AA Degree program
____ (g) Community College - Transfer program to four year college
____ (h) Business College
____ (i) Beautician School or College
____ (j) Other Specialized Technical or Trade School
____ (k) Work
____ (l) Military Service
____ (m) Apprenticeship Training
____ (n) Housewife
____ (o) Volunteer Organization (Vista, etc.)
____ (p) Travel
____ (q) No Plans

PLEASE NOTE:
ANSWER 4 or 5 — whichever applies

42 4. If you do not plan to continue your formal education after graduating from high school, in which occupational field and level will you seek work.

____ (a) Scientific: example — Lab Assistant
____ (b) Mechanical: example — Truck Driver
____ (c) Clerical: example — Typist
____ (d) Computational: example — Grocery Checker
____ (e) Sales: example — Car Salesman
____ (f) Social Service: example — Cosmetologist
____ (g) Verbal: example — Proofreader
____ (h) The Arts: example — House Painter
____ (i) No Choice

43 5. What kind of profession or job do you want to get after completing your post high school education?

____ (a) Scientific: example — Geologist
____ (b) Mechanical: example — Engineer
____ (c) Clerical: example — Accountant
____ (d) Computational: example — Actuary
____ (e) Sales: example — Sales Manager
____ (f) Social Service: example — Foreign Service
____ (g) Verbal: example — Librarian
____ (h) The Arts: example — Symphony Musician
____ (i) No Choice

6. In the left column write the number of courses you have completed since the 8th grade in each subject area. On the right check the courses you are taking now.

44	____ (1)	Agriculture	_____
47	____ (2)	Art	_____
50	____ (3)	Business	_____
53	____ (4)	Homemaking	_____
56	____ (5)	English	_____
59	____ (6)	Foreign Language	_____
62	____ (7)	Mathematics	_____
65	____ (8)	Science	_____
68	____ (9)	Physical Education — Girls	_____
71	____ (10)	Physical Education — Boys	_____
74	____ (11)	Social Studies	_____
77	____ (12)	Music	_____
Card 2			
8	____ (13)	Industrial Arts	_____
11	____ (14)	Other	_____

Card 2 Col. No.			ABILITY						INTEREST		
		POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING		LIKE	INDIFFERENT	DISLIKE
14	(1)	____(a)	____(b)	____(c)	____(d)	____(e)	Writing	____(a)	____(b)	____(c)
16	(2)	____(a)	____(b)	____(c)	____(d)	____(e)	Reading	____(a)	____(b)	____(c)
18	(3)	____(a)	____(b)	____(c)	____(d)	____(e)	Mathematics	____(a)	____(b)	____(c)
20	(4)	____(a)	____(b)	____(c)	____(d)	____(e)	Artistic	____(a)	____(b)	____(c)
22	(5)	____(a)	____(b)	____(c)	____(d)	____(e)	Athletic	____(a)	____(b)	____(c)
24	(6)	____(a)	____(b)	____(c)	____(d)	____(e)	Musical	____(a)	____(b)	____(c)
26	(7)	____(a)	____(b)	____(c)	____(d)	____(e)	Making good grades	____(a)	____(b)	____(c)
28	(8)	____(a)	____(b)	____(c)	____(d)	____(e)	Scientific	____(a)	____(b)	____(c)
30	(9)	____(a)	____(b)	____(c)	____(d)	____(e)	Mechanical	____(a)	____(b)	____(c)
32	(10)	____(a)	____(b)	____(c)	____(d)	____(e)	Leadership	____(a)	____(b)	____(c)
34	(11)	____(a)	____(b)	____(c)	____(d)	____(e)	Dramatic	____(a)	____(b)	____(c)
36	(12)	____(a)	____(b)	____(c)	____(d)	____(e)	Making Friends	____(a)	____(b)	____(c)
38	(13)	____(a)	____(b)	____(c)	____(d)	____(e)	Self-discipline	____(a)	____(b)	____(c)
40	(14)	____(a)	____(b)	____(c)	____(d)	____(e)	Making reasonable decisions	____(a)	____(b)	____(c)
42	(15)	____(a)	____(b)	____(c)	____(d)	____(e)	Taking risks when necessary	____(a)	____(b)	____(c)

8. Below are a number of statements about school, occupations, and making decisions. Read each statement carefully, and place a check by the appropriate letter, depending on how strongly you agree or disagree with the statement. If you disagree about as much as you agree with a statement, check column three.

			Strongly Agree	Agree	Neither Agree Disagree	Disagree	Strongly Disagree
44	(1)	The record I make in high school influences what happens to me in the future.	____(a)	____(b)	____(c)	____(d)	____(e)
45	(2)	My school has helped me improve my understanding of my abilities and interests and how these relate to possible occupational choices.	____(a)	____(b)	____(c)	____(d)	____(e)
46	(3)	I can do most anything if I try hard enough at it.	____(a)	____(b)	____(c)	____(d)	____(e)
47	(4)	Every student should plan to apply to a college or university.	____(a)	____(b)	____(c)	____(d)	____(e)
48	(5)	The best way to plan the future is to decide early on an occupation and stick to it.	____(a)	____(b)	____(c)	____(d)	____(e)
49	(6)	I really don't know what my main abilities are.	____(a)	____(b)	____(c)	____(d)	____(e)
50	(7)	Planning ahead is pointless; decisions should be made when the time arrives, not before.	____(a)	____(b)	____(c)	____(d)	____(e)
51	(8)	Everyone has about the same abilities.	____(a)	____(b)	____(c)	____(d)	____(e)
52	(9)	It's important to learn what it takes to get into various occupations.	____(a)	____(b)	____(c)	____(d)	____(e)
53	(10)	No matter what a person does he can't change his abilities very much.	____(a)	____(b)	____(c)	____(d)	____(e)
54	(11)	The courses I take in school don't have much to do with my occupational goals.	____(a)	____(b)	____(c)	____(d)	____(e)

9. In trying to solve any problem it is often best to define the problem in such a way that there is a specific answer. This is not easy to do. For Example, you might say, "I want to do something fun this evening." This is unclear and vague, because there are so many possibilities as to what fun might be. Your wish becomes clear when you narrow it down to something specific, such as, "I would like to get together with my friends and go bowling." In this case you can start making plans and proceed along a course of action such as calling up your friends or asking your father for the car. The following are a list of goals a person might have; some are specific and clear; others lead to no course of action. Put a check on the line which corresponds to your opinion of the statement. The first two are examples.

			SPECIFIC	UNCLEAR
55	(1)	I want to be successful.	_____(a)	_____(b)
56	(2)	I want to make $20,000 a year within 5 years of starting work.	_____(a)	_____(b)
57	(3)	I want to be a better student.	_____(a)	_____(b)
58	(4)	I want to get accepted by Harvard.	_____(a)	_____(b)
59	(5)	I want to get a job that is fun and interesting.	_____(a)	_____(b)
60	(6)	I want to get an appointment with my guidance counselor to talk about business school.	_____(a)	_____(b)
61	(7)	I want to be a licensed plumber.	_____(a)	_____(b)
62	(8)	I want to continue my education after high school.	_____(a)	_____(b)
63	(9)	I want to learn French.	_____(a)	_____(b)
64	(10)	I wish I could develop some mechanical skills.	_____(a)	_____(b)
65	(11)	I want to get a job in TV repair as soon as I finish school.	_____(a)	_____(b)
66	(12)	I want to expand my general knowledge of the world.	_____(a)	_____(b)
67	(13)	I want to take a course in electronics next semester.	_____(a)	_____(b)
68	(14)	I want to find out more about the income possibilities in different occupational fields.	_____(a)	_____(b)
69	(15)	I want eventually to work in a place where I deal with people from many countries.	_____(a)	_____(b)
70	(16)	I want to get an intern position with the State Department this summer.	_____(a)	_____(b)
71	(17)	I want to read all the school pamphlets on occupational opportunities in appliance repair.	_____(a)	_____(b)
72	(18)	I want all of my courses next semester to deal with ideas which are relevant for young people.	_____(a)	_____(b)
73	(19)	I want to get registered to vote as soon as I am eighteen.	_____(a)	_____(b)

10. What is the most likely level of education or training needed for each of these occupations? Check the line for each occupation.

Card 3 Col. No.		Occupation	High School	Apprenticeship	Technical School	Some College	4 years	More than 4 years
8	(1)	Doctor	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
9	(2)	Licensed pharmacist	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
10	(3)	Chemical engineer	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
11	(4)	Lawyer	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
12	(5)	Clerk in a department store	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
13	(6)	Barber	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
14	(7)	Architect	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
15	(8)	Policeman	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
16	(9)	High School English teacher	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
17	(10)	Truck driver	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
18	(11)	Nurse	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
19	(12)	Secretary	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
20	(13)	Electronics Technician	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
21	(14)	Computer programmer	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
22	(15)	Electrician	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
23	(16)	Social worker	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
24	(17)	Department store manager	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
25	(18)	Auto mechanic	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
26	(19)	Airline stewardess	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)

Judy is in her last year of high school. Her father has worked for the post office for 16 years. She is the oldest daughter in the family and has four younger brothers, a baby sister, and an older brother in college. She is not sure what she wants to do after she graduates. She has been an honor student throughout high school. Because school is easy for her she has not had to study very much and spends much of her time in other activities. She works one day a week as a volunteer at the hospital, enjoys it, and thinks she might like to be a nurse. She would like to have a car.

Judy's mother wants Judy to live at home after graduation and help with the younger children while she goes to business school at night. Judy's father thinks she ought to get a job so that she can save money for nursing school. Judy's boyfriend, Irv, has asked her to marry him after graduation, against the wishes of her family. Her counselor and teachers think she should go to college.

Judy has some decisions to make. She has the ability and grades to go to college. She could get a scholarship. What she does depends on what she considers most important, her values. Select the values that influence each one of these decisions. You may check not more than three choices on each line, if more than one value seems to be important in that decision.

		Being Independent	Making Money	Getting an Education	Accepting Responsibility	Immediate Pleasure	Being Honest	Accepting other Opinions	Achieving Recognition	Helping Others	Respect for Authority	
27	(1)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy decides to stay home and go to business school at night.
30	(2)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy decides to live at home, get a job so she can buy a car.
33	(3)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy decides to join a work-study program at a nursing school.
36	(4)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy asks her parents for the money to go to nursing school.
39	(5)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy asks her favorite teacher what she she should do.
42	(6)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy marries Irv.

12. Indicate how much the following contacts helped you in EDUCATIONAL PLANNING while you were in Junior and Senior High School. Check in proper column for each listed)

EDUCATIONAL PLANNING HELP, such as: Junior and Senior High School course planning, further training, future education, college entrance planning, etc.

			Quite a lot	some	Not at all	None sought
45	(1)	Counselors	____(a)	____(b)	____(c)	____(d)
46	(2)	Teachers	____(a)	____(b)	____(c)	____(d)
47	(3)	Administrators	____(a)	____(b)	____(c)	____(d)
48	(4)	Friends	____(a)	____(b)	____(c)	____(d)
49	(5)	Parents and Relatives	____(a)	____(b)	____(c)	____(d)
50	(6)	Group Guidance Program	____(a)	____(b)	____(c)	____(d)
51	(7)	Films and Pamphlets	____(a)	____(b)	____(c)	____(d)

13. Indicate how much the following contacts helped you in OCCUPATIONAL PLANNING while you were in high school. (Check in proper column for each listed.)

OCCUPATIONAL PLANNING HELP, such as: Future career or job choice, job requirements, job opportunities, and local career or job outlook.

Card 3 Col. No.			Quite a lot	some	Not at all	None sought
52	(1)	Counselors	____(a)	____(b)	____(c)	____(d)
53	(2)	Teachers	____(a)	____(b)	____(c)	____(d)
54	(3)	Administrators	____(a)	____(b)	____(c)	____(d)
55	(4)	Friends	____(a)	____(b)	____(c)	____(d)
56	(5)	Parents and Relatives	____(a)	____(b)	____(c)	____(d)
57	(6)	Group Guidance Program	____(a)	____(b)	____(c)	____(d)
58	(7)	Films and Pamphlets	____(a)	____(b)	____(c)	____(d)
59	(8)	Work Experience	____(a)	____(b)	____(c)	____(d)

14. Indicate how much the following people helped you while you were in school with PERSONAL PROBLEMS. Check in proper column for each listed.

			Quite a lot	some	Not at all	None sought
60	(1)	Counselors	____(a)	____(b)	____(c)	____(d)
61	(2)	Teachers	____(a)	____(b)	____(c)	____(d)
62	(3)	Administrators	____(a)	____(b)	____(c)	____(d)
63	(4)	Friends	____(a)	____(b)	____(c)	____(d)
64	(5)	Parents and Relatives	____(a)	____(b)	____(c)	____(d)
65	(6)	Clergyman/Church Personnel	____(a)	____(b)	____(c)	____(d)

PUTTING THINGS TOGETHER

Name _____ Grade _____

Card 4 Col. No.

15. In the left column write the number of courses completed in each subject area. On the right fill in your average grade.

8	_____	(1) Agriculture	_____
9	_____	(2) Art	_____
10	_____	(3) Business	_____
11	_____	(4) Homemaking	_____
12	_____	(5) English	_____
13	_____	(6) Foreign Language	_____
14	_____	(7) Mathematics	_____
15	_____	(8) Science	_____
16	_____	(9) Physical Education - Girls	_____
17	_____	(10) Physical Education - Boys	_____
18	_____	(11) Social Studies	_____
19	_____	(12) Music	_____
20	_____	(13) Industrial Arts (Non-Vocational)	_____
21	_____	(14) Industrial Arts (Vocational)	_____
22	_____	(15) Other	_____

Now look again at your Educational Plans (Item 3), your Occupational Plans (Items 4 & 5), How you Rate Your Abilities and Interests (Page 3), The Grades You Have Made (This Page), and answer the following questions:

16. For Your Educational Goals

			Very	Fairly	Don't Know	Little	Very Little
23	(1)	Is your course of study relevant?	____(a)	____(b)	____(c)	____(d)	____(e)
24	(2)	Are the subjects you are taking relevant?	____(a)	____(b)	____(c)	____(d)	____(e)
25	(3)	Are your abilities?	____(a)	____(b)	____(c)	____(d)	____(e)
26	(4)	Are your interests?	____(a)	____(b)	____(c)	____(d)	____(e)
27	(5)	Are your grades?	____(a)	____(b)	____(c)	____(d)	____(e)

17. For Your Occupational Goals

28	(1)	Is your course of study relevant?	____(a)	____(b)	____(c)	____(d)	____(e)
29	(2)	Are the subjects you are taking relevant?	____(a)	____(b)	____(c)	____(d)	____(e)
30	(3)	Are your abilities?	____(a)	____(b)	____(c)	____(d)	____(e)
31	(4)	Are your interests?	____(a)	____(b)	____(c)	____(d)	____(e)
32	(5)	Are your grades?	____(a)	____(b)	____(c)	____(d)	____(e)

18. How confident are you?

			Very Confident	Fairly Confident	?	Little Confidence	Very Little Confidence
33	(1)	About your abilities?	____(a)	____(b)	____(c)	____(d)	____(e)
34	(2)	About your interests?	____(a)	____(b)	____(c)	____(d)	____(e)
35	(3)	About the subjects you are taking?	____(a)	____(b)	____(c)	____(d)	____(e)
36	(4)	About achieving your goal?	____(a)	____(b)	____(c)	____(d)	____(e)

STUDENT QUESTIONNAIRE

NAME _____ (8-27) SCHOOL _____

GRADE _____ (36-37) DATE _____

MALE (1) FEMALE (2) (38) GROUP: X _____

Card 1 Col. No. C _____

39 **1.** The course of study that I am following in high school is:
(Check one only)

____ (a) Agriculture
____ (b) Business
____ (c) College Prep
____ (d) Home Economics
____ (e) General
____ (f) Industrial Arts-Shop
____ (g) Vocational Shop
____ (h) Fine Arts

40 **2.** I would estimate my ability to do good school work is:
(Check one only)

____ (a) Superior
____ (b) Above Average
____ (c) Average
____ (d) Below Average
____ (e) Poor

41 **3.** My immediate plans after graduation are:
(Check one only)

____ (a) Four year State University
____ (b) Four year State College
____ (c) Private College or University
____ (d) Community College - Business
____ (e) Community College - Vocational-Technical
____ (f) Community College - Two year AA Degree program
____ (g) Community College - Transfer program to four year college
____ (h) Business College
____ (i) Beautician School or College
____ (j) Other Specialized Technical or Trade School
____ (k) Work
____ (l) Military Service
____ (m) Apprenticeship Training
____ (n) Housewife
____ (o) Volunteer Organization (Vista, etc.)
____ (p) Travel
____ (q) No Plans

PLEASE READ QUESTIONS 4 AND 5 AND ANSWER ONE ONLY – WHICHEVER APPLIES.

42 **4.** If you do not plan to continue your formal education after graduating from high school, in which occupational field and level will you seek work

____ (a) Scientific: example – Lab Assistant
____ (b) Mechanical: example – Truck Driver
____ (c) Clerical: example – Typist
____ (d) Computational: example – Grocery Checker
____ (e) Sales: example – Car Salesman
____ (f) Social Service: example – Cosmetologist
____ (g) Verbal: example – Proofreader
____ (h) The Arts: example – House Painter
____ (i) No Choice

43 **5.** What kind of profession or job do you want to get after completing your post high school education?

____ (a) Scientific: example – Geologist
____ (b) Mechanical: example – Engineer
____ (c) Clerical: example – Accountant
____ (d) Computational: example – Actuary
____ (e) Sales: example – Sales Manager
____ (f) Social Service: example – Foreign Service
____ (g) Verbal: example – Librarian
____ (h) The Arts: example – Symphony Musician
____ (i) No Choice

6. How do you rate yourself (compared to others of your age or grade) in each of the following areas? Select only one rating which best applies for each of the 15 areas, in ability and interest.

Card 2 Col. No.		ABILITY						INTEREST		
		POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	OUTSTANDING		LIKE	INDIFFERENT	DISLIKE
14	(1)	____(a)	____(b)	____(c)	____(d)	____(e)	Writing	____(a)	____(b)	____(c)
16	(2)	____(a)	____(b)	____(c)	____(d)	____(e)	Reading	____(a)	____(b)	____(c)
18	(3)	____(a)	____(b)	____(c)	____(d)	____(e)	Mathematics	____(a)	____(b)	____(c)
20	(4)	____(a)	____(b)	____(c)	____(d)	____(e)	Artistic	____(a)	____(b)	____(c)
22	(5)	____(a)	____(b)	____(c)	____(d)	____(e)	Athletic	____(a)	____(b)	____(c)
24	(6)	____(a)	____(b)	____(c)	____(d)	____(e)	Musical	____(a)	____(b)	____(c)
26	(7)	____(a)	____(b)	____(c)	____(d)	____(e)	Making good grades	____(a)	____(b)	____(c)
28	(8)	____(a)	____(b)	____(c)	____(d)	____(e)	Scientific	____(a)	____(b)	____(c)
30	(9)	____(a)	____(b)	____(c)	____(d)	____(e)	Mechanical	____(a)	____(b)	____(c)
32	(10)	____(a)	____(b)	____(c)	____(d)	____(e)	Leadership	____(a)	____(b)	____(c)
34	(11)	____(a)	____(b)	____(c)	____(d)	____(e)	Dramatic	____(a)	____(b)	____(c)
36	(12)	____(a)	____(b)	____(c)	____(d)	____(e)	Making Friends	____(a)	____(b)	____(c)
38	(13)	____(a)	____(b)	____(c)	____(d)	____(e)	Self-discipline	____(a)	____(b)	____(c)
40	(14)	____(a)	____(b)	____(c)	____(d)	____(e)	Making reasonable decisions	____(a)	____(b)	____(c)
42	(15)	____(a)	____(b)	____(c)	____(d)	____(e)	Taking risks when necessary	____(a)	____(b)	____(c)

7. Below are a number of statements about school, occupations, and making decisions. Read each statement carefully, and place a check by the appropriate letter, depending on how strongly you agree or disagree with the statement. If you disagree about as much as you agree with a statement, check column three.

			Strongly Agree	Agree	Neither Agree Disagree	Disagree	Strongly Disagree
44	(1)	The record I make in high school influences what happens to me in the future.	____(a)	____(b)	____(c)	____(d)	____(e)
45	(2)	My school has helped me improve my understanding of my abilities and interests and how these relate to possible occupational choices.	____(a)	____(b)	____(c)	____(d)	____(e)
46	(3)	The best way to plan the future is to decide early on an occupation and stick to it.	____(a)	____(b)	____(c)	____(d)	____(e)
47	(4)	I really don't know what my main abilities are.	____(a)	____(b)	____(c)	____(d)	____(e)
48	(5)	Planning ahead is pointless; decisions should be made when the time arrives, not before.	____(a)	____(b)	____(c)	____(d)	____(e)
49	(6)	It's important to learn what it takes to get into various occupations.	____(a)	____(b)	____(c)	____(d)	____(e)
50	(7)	The courses I take in school don't have much to do with my occupational goals.	____(a)	____(b)	____(c)	____(d)	____(e)

8. In trying to solve any problem it is often best to define the problem in such a way that there is a specific answer. This is not easy to do. For Example, you might say, "I want to do something fun this evening." This is unclear and vague, because there are so many possibilities as to what fun might be. Your wish becomes clear when you narrow it down to something specific, such as, "I would like to get together with my friends and go bowling." In this case you can start making plans and proceed along a course of action such as calling up your friends or asking your father for the car. The following are a list of goals a person might have; some are specific and clear; others lead to no course of action. Put a check on the line which corresponds to your opinion of the statement. The first two are examples.

			SPECIFIC	UNCLEAR
55	(1)	I want to be successful.	_____(a)	_____(b)
56	(2)	I want to make $20,000 a year within 5 years of starting work.	_____(a)	_____(b)
57	(3)	I want to be a better student.	_____(a)	_____(b)
58	(4)	I want to get accepted by Harvard.	_____(a)	_____(b)
59	(5)	I want to get a job that is fun and interesting.	_____(a)	_____(b)
60	(6)	I want to get an appointment with my guidance counselor to talk about business school.	_____(a)	_____(b)
61	(7)	I want to be a licensed plumber.	_____(a)	_____(b)
62	(8)	I want to continue my education after high school.	_____(a)	_____(b)
63	(9)	I want to learn French.	_____(a)	_____(b)
64	(10)	I wish I could develop some mechanical skills.	_____(a)	_____(b)
65	(11)	I want to get a job in TV repair as soon as I finish school.	_____(a)	_____(b)
66	(12)	I want to expand my general knowledge of the world.	_____(a)	_____(b)
67	(13)	I want to take a course in electronics next semester.	_____(a)	_____(b)
68	(14)	I want to find out more about the income possibilities in different occupational fields.	_____(a)	_____(b)
69	(15)	I want eventually to work in a place where I deal with people from many countries.	_____(a)	_____(b)
70	(16)	I want to get an intern position with the State Department this summer.	_____(a)	_____(b)
71	(17)	I want to read all the school pamphlets on occupational opportunities in appliance repair.	_____(a)	_____(b)
72	(18)	I want all of my courses next semester to deal with ideas which are relevant for young people.	_____(a)	_____(b)
73	(19)	I want to get registered to vote as soon as I am eighteen.	_____(a)	_____(b)

9. What is the most likely level of education or training needed for each of these occupations? Check the line for each occupation.

Card 3 Col. No.		Occupation	High School	Apprenticeship	Technical School	Some College	4 years	More than 4 years
8	(1)	Doctor	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
9	(2)	Licensed plumber	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
10	(3)	Chemical engineer	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
11	(4)	Lawyer	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
12	(5)	Barber	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
13	(6)	Architect	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
14	(7)	Policeman	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
15	(8)	High School English teacher	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
16	(9)	Truck driver	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
17	(10)	Nurse	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
18	(11)	Secretary	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
19	(12)	Electrician	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
20	(13)	Social worker	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
21	(14)	Auto mechanic	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)
22	(15)	Airline stewardess	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)

10. Judy is in her last year of high school. Her father has worked for the post office for 10 years. She is the oldest daughter in the family and has four younger brothers, a baby sister, and an older brother in college. She is not sure what she wants to do after she graduates. She has been an honor student throughout high school. Because school is easy for her she has not had to study very much and spends much of her time in other activities. She works one day a week as a volunteer at the hospital, enjoys it, and thinks she might like to be a nurse. She would like to have a car.

Judy's mother wants her to live at home after graduation and help with the younger children while Judy goes to business school at night. Judy's father thinks she ought to get a job so that she can save money for nursing school. Judy's boyfriend, Irv, has asked her to marry him after graduation, against the wishes of her family. Her counselor and teachers think she should go to college.

Judy has some decisions to make. She has the ability and grades to go to college. She could get a scholarship. What she does depends on what she considers most important, her values. Select the values that influence each one of these decisions. You may check not more than three choices on each line, if more than one value seems to be important in that decision.

Card 3 Col. No.		Being Independent	Making Money	Getting an Education	Accepting Responsibility	Immediate Pleasure	Being Honest	Accepting Other Opinions	Achieving Recognition	Helping Others	Respect for Authority	
27	(1)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy decides to stay home and go to business school at night.
30	(2)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy decides to live at home, get a job so she can buy a car.
33	(3)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy decides to join a work-study program at a nursing school.
36	(4)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy asks her parents for the money to go to nursing school.
39	(5)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy asks her favorite teacher what she she should do.
42	(6)	____(a)	____(b)	____(c)	____(d)	____(e)	____(f)	____(g)	____(h)	____(i)	____(j)	Judy marries Irv.

11. Indicate how much the following contacts helped you in EDUCATIONAL PLANNING while you were in Junior and Senior High School. Check in proper column for each listed)

EDUCATIONAL PLANNING HELP, such as: Junior and Senior High School course planning, further training, future education, college entrance planning, etc.

			Quite a lot	Some	Not at all	None sought
45	(1)	Counselors	____(a)	____(b)	____(c)	____(d)
46	(2)	Teachers	____(a)	____(b)	____(c)	____(d)
47	(3)	Administrators	____(a)	____(b)	____(c)	____(d)
48	(4)	Friends	____(a)	____(b)	____(c)	____(d)
49	(5)	Parents and Relatives	____(a)	____(b)	____(c)	____(d)
50	(6)	Group Guidance Program	____(a)	____(b)	____(c)	____(d)
51	(7)	Films and Pamphlets	____(a)	____(b)	____(c)	____(d)

12. Indicate how much the following contacts helped you in OCCUPATIONAL PLANNING while you were in high school. (Check in proper column for each listed.)

OCCUPATIONAL PLANNING HELP, such as: Future career or job choice, job requirements, job opportunities, and local career or job outlook.

Card 3 Col. No.			Quite a lot	Some	Not at all	None sought
52	(1)	Counselors	____(a)	____(b)	____(c)	____(d)
53	(2)	Teachers	____(a)	____(b)	____(c)	____(d)
54	(3)	Administrators	____(a)	____(b)	____(c)	____(d)
55	(4)	Friends	____(a)	____(b)	____(c)	____(d)
56	(5)	Parents and Relatives	____(a)	____(b)	____(c)	____(d)
57	(6)	Group Guidance Program	____(a)	____(b)	____(c)	____(d)
58	(7)	Films and Pamphlets	____(a)	____(b)	____(c)	____(d)
59	(8)	Work Experience	____(a)	____(b)	____(c)	____(d)

PUTTING THINGS TOGETHER Name _____ Grade _____

Card 4
Col. No.

13. In the left column write the number of courses completed in each subject area. On the right fill in your average grade.

8	_____	(1)	Agriculture	_____
11	_____	(2)	Art	_____
14	_____	(3)	Business	_____
17	_____	(4)	Homemaking	_____
20	_____	(5)	English	_____
23	_____	(6)	Foreign Language	_____
26	_____	(7)	Mathematics	_____
29	_____	(8)	Science	_____
32	_____	(9)	Physical Education - Girls	_____
35	_____	(10)	Physical Education - Boys	_____
38	_____	(11)	Social Studies	_____
41	_____	(12)	Music	_____
44	_____	(13)	Industrial Arts (Non-Vocational)	_____
47	_____	(14)	Industrial Arts (Vocational)	_____
50	_____	(15)	Other	_____

Now look again at your Educational Plans (Item 3), your Occupational Plans (Items 4 or 5), How you Rate Your Abilities and Interests (Item 6), The Grades You Have Made (Item 13), and answer the following questions:

14. For Your Educational Goals

			Very	Fairly	Don't Know	Little	Very Little
53	(1)	Is your course of study relevant?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
54	(2)	Are the subjects you are taking appropriate?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
55	(3)	Are your abilities suitable?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
56	(4)	Are your interests relevant?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
57	(5)	Are your grades adequate?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)

15. For Your Occupational Goals

			Very	Fairly	Don't Know	Little	Very Little
58	(1)	Is your course of study relevant?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
59	(2)	Are the subjects you are taking appropriate?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
60	(3)	Are your abilities suitable?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
61	(4)	Are your interests relevant?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
62	(5)	Are your grades adequate?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)

16. How confident are you?

			Very Confident	Fairly Confident	?	Little Confidence	Very Little Confidence
63	(1)	About your abilities?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
64	(2)	About your interests?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
65	(3)	About the subjects you are taking?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)
66	(4)	About achieving your goal?	_____(a)	_____(b)	_____(c)	_____(d)	_____(e)

DM – Insert SQ II

Please answer this page after you have completed pages 1-4. Then replace it in this position.

Name _____ School _____

Grade _____ Date _____

Male _____ Female _____ C _____ X _____

Instructions: For each item, circle (A) if you Agree, (D) if you Disagree, or (DK) if you don't know.

		Circle One
A.	Checking your own values when you make an important decision is:	
1.	Easy to overdo	A D DK
2.	Emotionally difficult	A D DK
3.	Likely to create a bigger problem	A D DK
4.	Not important in the long run	A D DK
B.	A decision should be regarded as critical whenever:	
5.	There is some risk involved in making it	A D DK
6.	Planning is required	A D DK
7.	There is more than one alternative	A D DK
8.	Not making it could hurt someone	A D DK
C.	You can be most certain about a person's value by judging:	
9.	What they say they believe	A D DK
10.	Their actions	A D DK
11.	The things they buy	A D DK
12.	The people they associate with	A D DK
D.	Being ready for a tough decision means:	
13.	Not being worried about the future	A D DK
14.	Knowing the options involved	A D DK
15.	Doing today's work today	A D DK
16.	Understanding what you care about	A D DK
E.	Examples of clear objectives are:	
17.	Wanting to make this a better world	A D DK
18.	Seeking a better life than your parents	A D DK
19.	Looking for a job in a store on Saturday	A D DK
20.	Wanting acceptance at USC after graduation	A D DK

Instructions: Listed below are twelve widely held values and five common types of choices. By each choice mark the letter of the most important value.

Values

(a) independence	(e) family	(i) creativity
(b) money	(f) honesty	(j) immediate pleasure
(c) education	(g) opinions of others	(k) power
(d) responsibility	(h) fame	(l) solitude

	Choices	Value
21.	Going to a guitar lesson instead of to a show with friends	_____
22.	Dropping out of school to get a job	_____
23.	Taking a requirement needed for college instead of an elective which would be more fun	_____
24.	Using money you were saving for a car in order to take a trip	_____
25.	Quitting your job at night so you can be in the school play	_____

Instructions: List three values from the above list which are most important to you. If you have personal objectives for these, write them.

Value	Personal Objectives
26. _____	_____
27. _____	_____
28. _____	_____

Instructions: Suppose you are trying to decide whether to get a job next summer or go to summer school to beef up your preparation for college. You want more information about the courses offered and college requirements before you decide. List all the choices you would make about where to seek more information. Indicate your order of preference by numbering them in order of importance.

Source of Information	Importance
_____	
_____	
_____	
_____	
_____	

EGIS – Insert SQ II

Please answer this page after you have completed pages 1-4. Then replace it in this position. If you did not take the EGIS test, then skip to item 21.

Name _____ School _____

Grade _____ Date _____

Male _____ Female _____ C _____ X _____

Instruction: Please use the following scale for each of the questions below.

A = Strongly Agree B = Agree C = Neutral or No Opinion D = Disagree E = Strongly Disagree

Please indicate your answers to the following questions by circling the appropriate response.

1. This year I have done quite a bit of thinking about what I want to do after I finish my education. A B C D E
2. I feel pretty sure about what things interest me most and which things interest me least. A B C D E
3. I have a pretty good idea what things I am good at, and what things I'm not so good at. A B C D E
4. I have a pretty good idea right now about the problems I will have to face while I am in high school. A B C D E
5. I have talked a good deal about my plans for my education recently with my friends, parents or teachers. A B C D E
6. I have talked a good deal recently about my plans for my career after I finish school with my friends, parents or teachers. A B C D E
7. There is really no use in planning for the future, things are bound to change no matter what I do. A B C D E
8. Recently I have been thinking a lot about what kind of person I would like to be right now. A B C D E
9. I'm not sure what I will do later on in my life, and it isn't worthwhile thinking about it now. A B C D E
10. There are many things that I want to do every day. But I usually try to do the most important things first and leave the less important things for any left-over time. A B C D E
11. The decisions I make now are going to be very important to me later on. A B C D E
12. If I plan ahead carefully, I can avoid a lot of problems. A B C D E
13. Sometimes I think that there isn't really very much I can do about my future. A B C D E
14. Some people can be as happy driving a bus as teaching at a university. A B C D E
15. Lots of things, good or bad, can happen to me in school. If I'm careful I can improve the chance that good things will happen. A B C D E

16. Check your level of interest in each field.

	Low	Average	High
16.1 Business	_____ (a)	_____ (b)	_____ (c)
16.2 Liberal Arts	_____ (a)	_____ (b)	_____ (c)
16.3 Science	_____ (a)	_____ (b)	_____ (c)
16.4 Mathematics	_____ (a)	_____ (b)	_____ (c)
16.5 Others?	_____ (a)	_____ (b)	_____ (c)

17. Check your level of ability in each area.

17.1 Verbal	_____ (a)	_____ (b)	_____ (c)
17.2 Mathematics	_____ (a)	_____ (b)	_____ (c)
17.3 Reading	_____ (a)	_____ (b)	_____ (c)
17.4 Mechanical	_____ (a)	_____ (b)	_____ (c)

18. Values: In your chosen career how important is each of the following? (Assume that only two can be high.)

18.1 Good pay	_____ (a)	_____ (b)	_____ (c)
18.2 Job security	_____ (a)	_____ (b)	_____ (c)
18.3 Interesting work	_____ (a)	_____ (b)	_____ (c)
18.4 Freedom	_____ (a)	_____ (b)	_____ (c)
18.5 Oppportunity to advance	_____ (a)	_____ (b)	_____ (c)
18.6 Friendly people	_____ (a)	_____ (b)	_____ (c)

19. What useful information did you receive from the EGIS Test and Score Report?

		Very Useful	Some Use	Little Use	Very Little Use	Don't Know
19.1	Stress on value of planning	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.2	Stress on need for information	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.3	Summary of subject interests	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.4	Summary of fields of interest	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.5	Summary of school grades	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.6	Comparison of test abilities	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.7	Consistency of grades and plans	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.8	Ways of thinking about job values	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.9	Making clear statements of objectives	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.10	Values of appropriate education	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.11	Knowledge of sources of information	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.12	Awareness of new options	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)
19.13	Strategies involved in career planning	___ (a)	___ (b)	___ (c)	___ (d)	___ (e)

20. How did the EGIS Guidance Unit help you?

		Very Much	Much	Some	Little	Very Little
20.1	It helped me to know myself. (provided help in self-analysis, built self-confidence, helped with adjustment problems, made me aware of assets and limitations)	___(a)	___(b)	___(c)	___(d)	___(e)
20.2	It helped educationally. (helped to choose right courses, get better grades, stimulated educational planning beyond high school, etc.)	___(a)	___(b)	___(c)	___(d)	___(e)
20.3	It helped vocationally. (helped to choose the right vocation, channeled thinking on vocation, established vocational goals, etc.)	___(a)	___(b)	___(c)	___(d)	___(e)
20.4	It helped in planning for the future. (made me aware of opportunities, made me think of the future, etc.)	___(a)	___(b)	___(c)	___(d)	___(e)
20.5	It gave me a chance to talk things over. (provided someone to talk to, someone interested in me, someone who cared about me, etc.)	___(a)	___(b)	___(c)	___(d)	___(e)
20.6	It kept me in school. (it kept me in school when I was going to leave)	___(a)	___(b)	___(c)	___(d)	___(e)

21. If you changed your educational-vocational plans during this year, what factors were most important in causing you to change? (Respond with brief phrases in clear writing.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SAAS – Insert SQ II

Please answer this page after you have completed pages 1-4. Then replace it in this position.

Name _____ School _____

Grade _____ Date _____

Male _____ Female _____ C _____ X _____

FIELDS AND LEVELS

I. A list of occupational fields and levels is presented below. Please circle the number and letter which identify the field and level in which you expect to develop a career.

FIELD		LEVEL
1. Scientific	5 Sales	a. Semi-skilled
2. Mechanical	6. Social Service	b. Skilled
3. Clerical	7. Verbal	c. Semi-professional
4. Computational	8. Arts	d. Professional

II. Using the listing of general occupational fields and levels above, please circle the field and level which you feel is most fitting for each of the occupations listed below.

Example: OCCUPATION — Doctor — Circle the FIELD & LEVEL — (1) 2 3 4 5 6 7 8 a b c (d)

OCCUPATION	Circle the FIELD & LEVEL	OCCUPATION	Circle the FIELD & LEVEL
1. Architect	1 2 3 4 5 6 7 8 a b c d	16. Biological aide	1 2 3 4 5 6 7 8 a b c d
2. Auditor	1 2 3 4 5 6 7 8 a b c d	17. Cashier-checker	1 2 3 4 5 6 7 8 a b c d
3. Aviator	1 2 3 4 5 6 7 8 a b c d	18. Court reporter	1 2 3 4 5 6 7 8 a b c d
4. Banker	1 2 3 4 5 6 7 8 a b c d	19. Dental assistant	1 2 3 4 5 6 7 8 a b c d
5. Clergyman	1 2 3 4 5 6 7 8 a b c d	20. Department Manager	1 2 3 4 5 6 7 8 a b c d
6. Electrician	1 2 3 4 5 6 7 8 a b c d	21. Electronics Technician	1 2 3 4 5 6 7 8 a b c d
7. Illustrator	1 2 3 4 5 6 7 8 a b c d	22. House painter	1 2 3 4 5 6 7 8 a b c d
8. Interpreter	1 2 3 4 5 6 7 8 a b c d	23. Landscape laborer	1 2 3 4 5 6 7 8 a b c d
9. Judge	1 2 3 4 5 6 7 8 a b c d	24. Market researcher	1 2 3 4 5 6 7 8 a b c d
10. Mail clerk	1 2 3 4 5 6 7 8 a b c d	25. Medical technologist	1 2 3 4 5 6 7 8 a b c d
11. Messenger	1 2 3 4 5 6 7 8 a b c d	26. Purchasing agent	1 2 3 4 5 6 7 8 a b c d
12. Piano tuner	1 2 3 4 5 6 7 8 a b c d	27. Receptionist	1 2 3 4 5 6 7 8 a b c d
13. Policeman	1 2 3 4 5 6 7 8 a b c d	28. Safe deposit clerk	1 2 3 4 5 6 7 8 a b c d
14. Proofreader	1 2 3 4 5 6 7 8 a b c d	29. Service station attendant	1 2 3 4 5 6 7 8 a b c d
15. Waitress	1 2 3 4 5 6 7 8 a b c d	30. Veterinarian	1 2 3 4 5 6 7 8 a b c d

III. Name the one field (of the 8 fields above) you are presently considering entering and one alternate field. For each, choose 6 items from the activities-interests listed below which you think are related to each field and record them in the blank spaces.

Preferred Field: _____ Alternate Field: _____

Activities-Interests:		Activities-Interests:	
1. _____	4. _____	1. _____	4. _____
2. _____	5. _____	2. _____	5. _____
3. _____	6. _____	3. _____	6. _____

ACTIVITIES-INTERESTS

1. Sing solos
2. Babysit
3. Write letters
4. Read novels
5. Take notes
6. Fix radios
7. Design clothes
8. File papers
9. Draw
10. Type
11. Play bridge
12. Write poems
13. Tutor
14. Give speeches
15. Act in plays
16. Display merchandise
17. Build model cars
18. Tear down old cars
19. Write short stories
20. Care for animals
21. Solve math puzzles
22. Set up a budget
23. Play an instrument
24. Hold discussions
25. Build hot rods
26. Attend symphonies
27. Study stock market
28. Spelling contests
29. Perform experiments
30. Be a candystriper
31. Repair toys and appliances
32. Take telephone messages
33. Make bug collections
34. Write advertising slogans
35. Read technical books
36. Make change handling money
37. Apply laws of nature
38. Organize an election campaign
39. Belong to school service clubs
40. Build airplane models
41. Teach Sunday School
42. Organize a money making activity
43. Operate an adding machine
44. Talk someone into buying a product

1971-1972 YOUTH GUIDANCE SYSTEMS

Site Coordinator Report Form

District _____ Guidance Director _____

District Enrollment _____ Minority Percent _____

School _____ YGS Coordinator _____

School Enrollment _____ Minority Percent _____

Total Teachers _____ Total Counselors _____

(1) Brief description of guidance programs and services prior to involvement with YGS _____

_____

_____

(2) Brief description of changes observed since YGS. Consider staff, students, parents, facilities, and media

_____

_____

(3) Brief description of current guidance programs and services in your school _____

_____

_____

(4) Guidance Committee description: Who were on it? No. of meetings. Topics. Outcomes. Attach copies of documents produced.

_____

_____

(5) Group Guidance Units. How were students selected? How were group leaders selected? What in-service was given leaders? What activities did the introduction of the unit replace? What staff and student sections did you observe in reaction to the pretest, the post-test, leader materials, student materials, time allotments for unit, etc. What are your conclusions about the problems and benefits associated with each unit? Describe separately for:

(a) Decision-Making Unit

_____

_____

(b) EGIS Unit

_____

_____

(c) SAAS Unit

_____

_____

(d) CGP Unit

_____

_____

(6) If you could do this year over again, what changes would you make in programs and services?

_____

_____

_____

1971-1972 YOUTH GUIDANCE SYSTEMS

Group Leader Report Form

(Process Evaluation)

Dear Group Leader:

As a participant in the 1971-72 Youth Guidance Systems Project, you have helped students by directing a special group guidance unit. Your "hands on" views of what you observed are now needed to give life to the statistical data. The information we need to make the project evaluation report more useful is outlined below.

Thanks for your help.

The YGS Staff

School _____ Group Leader's Name _____

Number of Experimental Groups led _____ Grade _____

Number of Control Groups led _____ Grade _____

Regular Assignment of Leader _____

Name of person giving your inservice _____

Date(s) of inservice _____ Total Hours _____

Date(s) of materials received _____

Date first group started _____ Last group ended _____

Typical number of hours spent on Guidance Unit: _____ /Group _____

Typical time spent per group for SQ-1: _____ minutes

Typical time spent per group for SQ-2: _____ minutes

Total hours spent on project activities _____

Total number of experimental students involved _____

Estimated number benefitting _____

Estimated number unaffected _____

Things the students seem to *like* about the unit: _____

_____

_____

Things the students seem to *dislike* about the unit: _____

_____

_____

Things you *liked* about the unit: _____

_____

_____

Things you *disliked* about it: _____

_____

_____

Improvements suggested: _____

_____

_____

_____

_____

1971-1972 YGS PROGRAM

Data Sampling Procedures

1. Terms Defined

   1.1 Component: A media group, e.g., EGIS Component

   1.2 Group: Any collection of students

   1.3 Data Set: Matched pre-post data for an individual

   1.4 Unscorable: Case where 1/3 of the pre- or post-data in a data set is unusable or where 1/3 of those in a group pulled for sampling are unusable

   1.5 Merge: To put SQ-1 and SQ-2 for the same student together in a data set

2. Procedures

   2.1 Sort all SQ-1 returns into 8 groups per school.

      2.11 DM Experimental
      2.12 DM Control
      2.13 EGIS Experimental
      2.14 EGIS Control
      2.15 SAAS Experimental
      2.16 SAAS Control
      2.17 CGP Experimental
      2.18 CGP Control

   2.2 Eliminate obvious unscorables.

   2.3 Alphabetize remainder in each group.

   2.4 Repeat 2.1, 2.2, 2.3 for SQ-2 returns.

   2.5 Pull 50% sample from SQ-2 group.

      2.51 Flip a coin to determine whether to pull the first or second return of each group to start.
      2.52 Pull every other return thereafter in that group.

   2.6 Merge sample of SQ-2 with SQ-1 to form individual data sets grouped as in 2.1 to form 8 groups per school (40 total).

      2.61 Put SQ-1 on top of each data set.
      2.62 Discard any remaining unscorables.
      2.63 Discard any SQ-2 without a matching SQ-1.
      2.64 Alphabetize by groups.

   2.7 Assign identification number to each data set using 3 digits.

      2.71 Start with 100 and number sequentially within each group as defined under 2.1.
      2.72 Write this number in the upper left hand corner of each SQ-1.

   2.8 Proceed to scoring instructions.

1971-1972 YGS PROGRAM

Scoring Procedures for SQ-1 and SQ-1

1.00 Background

1.10 The following instructions provide a guide for summarizing the primary source documents for the YGS Guidance Components, SQ-1 and SQ-2.

1.20 Many of the items do not require scoring as such and may be disregarded until the time of posting.

1.30 Because of many changes, the card and column numbers printed on the SQ forms are void and shall be ignored.

1.40 The following items and item sub-parts have been *deleted*. Please "blue-pencil" these before starting to score.

1.410 SQ-1

1.411 Item 6 in its entirety

1.412 Item 7: Ability—parts (4) through (15)
Interest—parts (1), (2), (5), (7), (10), (12) through (15)

1.413 Item 8, parts (3), (4), (5), (8), (10)

1.414 Item 9, parts (1), (2)

1.415 Item 10, parts (5), (13), (14), (17)

1.416 Item 14 in its entirety

1.417 Item 15 in its entirety

1.420 SQ-2

1.421 Item 6: Ability—parts (4) through (15)
Interest— parts (1), (2), (5), (7), (10), (12) through (15)

1.422 Item 7, part (3)

1.423 Item 8, parts (1), (2)

1.424 Item 13 in its entirety

1.430 DM Insert

1.431 Items 22, 26, 27, 28

1.440 EGIS Insert

1.441 Item 21

1.50 Except where noted, record item totals in left margin by item number.

2.00 Scoring Key Instructions (See scoring keys)

Item Number		Scoring	Max.
SQ-1	SQ-2	Instructions	Score
1	1	Post as marked	no
2	2	Post as marked	no
3	3	Post as marked	no
4	4	Post as marked	no
5	5	Post as marked	no
7	6	Score each part according to answer key. Record in left margin for ability and in right margin for interest.	4 2

2.00 Scoring Key Instructions (Con't.)

Item Number SQ-1	Item Number SQ-2	Scoring Instructions	Max. Score
		Score this item for SQ-1 and SQ-2 on *EGIS* returns *only*. Delete item for remaining three components.	
8	7	Score each part and sum to total. Record on left.	24
9	8	Credit 1 each. Parts 3-19. Record total on left.	17
10	9	Credit 1 each. Parts 1-15	15
11	10	Credit 2 each, parts 1-6	24
12	11	Credit according to key and sum.	21
13	12	Credit according to key and sum.	24
16	14	Credit according to key and sum.	20
17	15	Credit according to key and sum.	20
18	16	Credit according to key and sum.	16
Insert			
DM 1-20		Credit 1 each and sum.	20
DM 21, 23-25		Credit 5 each and sum.	20
EGIS 1-15		Credit each according to key and sum.	60
EGIS 16		Post as marked	3
EGIS 17		Post as marked	3
EGIS 18		Post as marked	3
EGIS 19		Credit according to key and score each part.	4
EGIS 20		Credit according to key and score each part.	5
SAAS II		Credit 1 each according to key.	60
SAAS III		Credit 5 each according to key.	60
SAAS I		Post as marked by student.	

3.00 Addendum to Scoring Key Instructions

3.10 Scoring multiple responses

3.110 Most questions (whether item or part) on SQ-1, SQ-2, and the three inserts, inserts, call for one response. Discount (i.e., do not score, do not post) any question which has more than one response, except for the following:

3.111 SQ-1, Item 11; SQ-2, Item 10; SAAS Insert, Item II.

3.112 The scoring keys are punched to accommodate the correct multiple responses for the exceptions above (3.111).

3.113 SQ-1 and SQ-2, Item 3; if more than one response to this item is recorded, post the highest response (i.e., the response nearest letter a).

3.20 Scoring by component only

3.21 Item 7, SQ-1, and Item 6, SQ-2, are to be scored and posted for the EGIS component only. When scoring and posting SQ's for DM, SAAS, and CGP, discount this item.

3.22 Items 19 and 20, EGIS insert, are to be scored and posted for X (experimental group only); discount these items for all C (control group) inserts.

SAAS – EVALUATION

Insert SQ-2

ANSWER KEY

II. Correct Answers

1.	8d	16.	1b
2.	4d	17.	4b
3.	2d	18.	3c
4.	3d	19.	1b
5.	6d	20.	5c
6.	2b	21.	2c
7.	8c	22.	8a
8.	7c	23.	1a
9.	7d	24.	5d
10.	3a	25.	1c
11.	7a	26.	4c
12.	8b	27.	3b
13.	6c	28.	4a
14.	7b	29.	6a
15.	5a	30.	1d

III. Fields		Activities-Interests (Any 6 correct = max.) (at 5 points each)
1.	Scientific	5, 6, 20, 29, 33, 35, 37
2.	Mechanical	6, 17, 18, 25, 31, 40, 43
3.	Clerical	3, 5, 8, 10, 22, 28, 32, 36, 43
4.	Computational	11, 17, 21, 22, 27, 36, 40, 42, 43
5.	Sales	16, 34, 42, 44, 36, 43
6.	Social Service	1, 2, 6, 11, 13, 14, 30, 38, 39, 41, 42
7.	Verbal	3, 4, 5, 13, 14, 24, 28, 34, 35, 38, 41, 44
8.	Arts	1, 7, 9, 12, 15, 19, 23, 26, 34

INFORMATION REGARDING MEDIA COMPONENTS

The media components used in this project are identified below. The project staff wishes to express their appreciation to the publishers for their cooperation in assisting with the implementation of the total research program and for their aid in adjusting regular operational programs to the particular circumstances of the YGS research and evaluation design for 1971-72.

Decision-Making: The booklet "Deciding" by H. B. Gelatt, Barbara Varenhorst and Richard Carey, and supplementary leaders guides are published by the College Entrance Examination Board, New York, 1972. Information is available from CEEB, Box 592, Princeton, New Jersey 08540.

Educational Guidance Information System (EGIS): is a program prepared and produced for the College Entrance Examination Board by Educational Testing Service with the advice and assistance of Barbara Varenhorst, Palo Alto Unified School District (California). Inquiries may be directed to CEEB, Box 592, Princeton, New Jersey 08540.

Self-Appraisal and Assessment Structure (SAAS): is a program prepared and copyrighted by Stanley R. Ostrom, Santa Clara County Schools. Dr. Ostrom will provide full information upon request by writing 1953 Colen Drive, Los Altos, California 94022.

Comparative Guidance and Placement Program (CGP): is a program of the College Entrance Examination Board with the assistance of the Educational Testing Service. Inquiries should be directed to CEEB, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701.